



Assessment, Attainment and Progress 2015/16

What are the school's core aims for assessment?

At Croft Church of England Primary School we aim to:

- ensure personalised, formative, ongoing assessment is firmly at its heart
- be sensitive and constructive
- foster learners' motivation
- promote understanding of learning goals and criteria
- be part of effective planning
- develop learners' capacity for self-assessment
- help learners know how to improve
- recognise all educational achievement
- be central to classroom practice
- be a key professional skill for teachers
- focus on how students learn
- support parents understanding of how they can help their children to succeed

Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.

What are our key principles of assessment?

- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.
- We also use the outcomes of assessment to check and support our teaching standards and help us improve.
- Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools.
- We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do.
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and our own local design.
- Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year.
- The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year.
- Where a pupil is assessed as exceeding the relevant criteria in a subject for that year they will also be assessed against the criteria in that subject for the next year. For those pupils meeting and exceeding the expected standards, we provide more challenging work.
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.
- Assessment judgements are moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid.

What are the key principles of our use of assessment?

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes.
- Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched.
- The information from assessment is communicated to parents and pupils on a termly basis through a structured conversation. Parents and pupils receive rich, qualitative profiles of what has been achieved and indications of what they need to do next.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

Who is responsible for assessment?

Class teachers are responsible for accurately assessing the pupils in their care. Teaching Assistants will support this process. Subject leaders will have a good understanding of assessment systems and structures across the school. The Head Teacher, Mr Robson, has overall responsibility for assessment across the school.

How are pupils assessed?

A wide range of strategies are used to assess pupils at Croft Church of England Primary School.

Day to day formative assessment:

- Marking of pupils' work using the school's marking policy
- Questioning and answering during learning
- Observational assessment of pupils during learning
- Regular, short recap challenges and tests to check understanding
- Pre and post learning challenges
- Hot and cold tasks
- Scanning work for pupil development

In school summative assessment:

- End of year tests (End of Year Optional Tests and Standardised Reading Tests)
- Short, end of topic and unit tests (Rising Stars Progress Tests for Reading, EGPS and Mathematics)
- Individual Provision Map Reviews for pupils with Special Educational Needs (Reviewed each term – minimum)

National standardised summative assessment:

- National curriculum end of KS2 teacher assessments and tests
- National curriculum end of KS1 teacher assessments and tests

In the core subject areas, pupils are assessed against 'attainment outcomes'. These are displayed in the front of pupils' books and teachers gather information using formative assessment methods to track pupils' attainment and progress against attainment outcomes.

Below is an example of the school's attainment outcomes tracking sheet for Mathematics Year 2 pupil who is working towards expectations:

Croft Church of England Primary School Mathematics Attainment Outcomes													Performance towards end of year expectations...			
Year 2 – 'Model' Working Towards													Snapshot	Working towards	Expected	Greater depth
 'Achievement for Everyone'													Oct	✓		
													Feb	✓		
													May	✓		
													End of year KPIs Met			Yes
As pupils progress, pupils' progress through attainment outcomes will be tracked as emerging, developing and secure towards meeting end of year outcomes																
Number and Place Value				Addition and Subtraction				Multiplication and Division				Fractions, Decimals and Percentages				
NPV.2.1 I can count forward and backwards in jumps of 2, 3 and 5 from 0 and in 10s from any number	E	D	S	AS2.1 I can solve problems with addition and subtraction including those involving numbers, quantities and measures by using objects or pictures	E	D	S	MD2.1 I can remember and use multiplication and division facts for the 2, 5 and 10 times tables and recognise odd and even numbers	E	D	S	FDP2.1 I can find, name and write fractions of a length, shape, set of objects or amount, including 1/3, 1/4, 2/4, and 3/4				
NPV.2.2 I can find the place value of each digit of a number with tens and units				AS2.2 I can answer simple addition and subtraction questions in my head as well as by writing them down				MD2.2 I can answer multiplication and division problems within the tables using \times , \div and $=$								
NPV.2.3 I can find and show numbers using different equipment such as number lines and number squares				AS2.3 I can use addition and subtraction facts to 20 quickly and without similar facts to 100				MD2.3 I can show that multiplying 2 numbers can be done in any order but division cannot								
NPV.2.4 I can compare and order numbers from 0 to 100 using $<$ and $=$				AS2.4 I can add and subtract a two digit number and a one digit number mentally and when using objects, number lines and pictures				MD2.4 I can answer questions involving multiplication and division mentally and with objects								
NPV.2.5 I can read and write numbers to 100 in numbers and words				AS2.5 I can add and subtract a two digit number and tens mentally and when using objects, number lines and pictures												
NPV.2.6 I can use place value and number facts to answer questions				AS2.6 I can add and subtract 2 two digit numbers mentally and when using objects, number lines and pictures												
				AS2.7 I can add and subtract 3 one digit numbers mentally and when using objects, number lines and pictures												
				AS2.8 I can show that adding 2 numbers can be done in any order but subtraction cannot												
				AS2.9 I can show that subtraction is the opposite of addition and use this to check my work												
Measurement				Properties of Shape				Position and Direction								
M2.1 I can choose the right units to measure length, height, mass, temperature or capacity. I can read to the nearest unit and do this on rulers or scales	E	D	S	PS2.1 I can notice and explain the properties of 2-D shapes eg the number of sides and line symmetry	E	D	S	PD2.1 I can order mathematical objects in patterns and sequences	E	D	S					
M2.2 I can compare amounts using these signs: $>$, $<$ or $=$				PS2.2 I can notice and explain the properties of 3-D shapes eg the number of edges, vertices and faces				PS2.2 I can use mathematical vocabulary to describe position, direction and movement. This could include movement in a straight line								
M2.3 I can use the £ sign and p sign. I can use notes and coins to make a particular amount				PS2.3 I can spot 2-D shapes on the surface of 3-D shapes such as a circle on a cylinder and a triangle on a pyramid												
M2.4 I can find different ways for coins to add up to an amount				PS2.4 I can compare and sort common 2-D and 3-D shapes and everyday objects												
M2.5 I can add and subtract money and give change																
M2.6 I can put different events in order and compare them																
M2.7 I can tell the time to 5 minutes. I can tell when it is quarter past or quarter to an hour. I can draw these on a clock																
M2.8 I can tell you how many minutes are in an hour and how many hours are in a day.																
Statistics				Ratio and Proportion				Algebra								
S2.1 I can read and draw simple pictograms, tally charts, block diagrams and simple tables	E	D	S		E	D	S		E	D	S					
S2.2 I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity																
S2.3 I can ask and answer questions about totalling and comparing grouped data																

Attainment Outcomes are displayed as 'I can' statements so that pupils can see their progress and so that staff can have discussions with pupils about 'next steps' in their learning.

Each attainment outcome has a code eg the code for 'I can tell how many minutes are in an hour and how many hours are in a day' is M2.8 (Measure, Year 2, Point number 8). Codes are used to cross reference where a pupil has displayed evidence related to a particular attainment outcome. This will appear at the foot of pupils' work to show that they have demonstrated evidence related to that attainment outcome. As pupils begin to show evidence that they are making progress towards attainment outcomes teachers will make a decision about each pupils' progress towards attainment targets. Emerging, Developing and Secure are used to indicate steps of progress towards achievement of attainment outcomes and provide continuous live indication of where pupils are in relation to their learning.

E: This means that the pupil is emerging in their understanding. **Emerging means that the pupil is beginning to show evidence that they are successfully practising the skill.**

D: This means that the pupil is developing in their understanding. **Developing means that the pupil is showing evidence that they are beginning to apply the skill in different situations.**

S: This means that the pupil is secure in their understanding. **Secure means that there is evidence that the pupil is able to consistently apply the skill in a range of situations.**

How are parents and carers kept informed during the year?

Parent and carer consultations are held in October and February and they are provided with a 'pupil report card' as part of the consultation meeting to provide parents with a summary of information relating to:

Attainment - how well their child is *currently* performing in relation to the expected standard (working at greater depth, working at expected or working towards expected standard for their age)

Progress - how much progress their child is *currently* making (more than expected, expected or less than expected)

Learning Skills – what their child's *current* learning skills targets are

Next steps in learning – what their child *currently* needs to do next to make the next step of progress in their learning

Example pupil report card:

		Croft Church of England Primary School 'Achievement for Everyone'					
Name	Pupil z	Class Teacher	Teacher x				
Punctuality and Attendance so far this academic year (total number sessions = 190)		Attainment		working at greater depth	working at	working towards	
Number of unauthorised absences		0	Reading	✓			
Number of sessions recorded as late		3	Writing		✓		
			Grammar, Punctuation and Spelling		✓		
My child's current learning skills targets are...		Maths				✓	
To show a positive attitude 'I can do it!'		✓	Progress		greater than expected	expected	working towards expected
To be a good listener			Reading	✓			
To share			Writing		✓		
To ask for help only when it is needed			Grammar, Punctuation and Spelling		✓		
To show good concentration			Maths		✓		
To do homework well and hand it in on time			My child's next steps in learning are...		1. To be able to find 1000 more or less than a given number 2. To add and subtract numbers up to 4 digits 3. To recognise some different forms of poetry		
To not be afraid to get things wrong		✓					
To persevere							

What happens at the end of an academic year?

Evidence gathered from pupils' work in books and folders and tracked attainment outcomes will be used at the end of the academic year to decide how pupils have performed against each year group's Performance Standards. Performance Standards are split into individual Key Performance Indicators (KPI). KPI are higher order statements derived from the national curriculum document. They represent the major criteria by whose mastery by pupils provides evidence they have grasped the key elements of knowledge, skills and understanding.

Parents will be informed at the end of each academic year about their child's attainment against the Performance Standards using the following:

Working towards expectations where one or more of the year's KPI will have to be revisited.

Working at the expected level and is secure with all KPIs and can move onto next year's KPI.

Working at greater depth and is working beyond expectations and can move on to the next year's KPI.

How are parents kept informed at the end of the year?

All parents and carers are provided with an end of year report for their children in July and are also given an opportunity to attend a third consultation meeting if they would like to. The report will provide information as described above but will also be in the form of a 'descriptive report' and will address the following in relation the pupil:

- **Has shown expected progress in...**
- **Now needs to develop....**

Our current report format is currently in development and an example of this will be added to this policy at the end of this academic year.

How are targets set?

At the beginning of the year, each pupil has individual targets set for them based on their prior attainment. After this academic year, pupils will have additional targets based around the number of KPI they are expected to achieve and/or exceed by the end of the year.

How is in-year progress measured and displayed?

The new world of assessment without levels is intended to encourage a more professional, intelligent assessment. There is a recognition that learning is neither neat, nor linear. Progression is more focused on understanding and developing greater depth

in the national curriculum than on mere progress to the next set of content. However, in order to track pupil progress across a year, an end of year prediction is updated in October, February and May. This prediction will indicate whether a pupil will be working towards, expected or working at greater depth if they continue their 'current rate of progress' and attainment. Pupils who are not on target to meet end of year targets are identified as urgent action pupils and appropriate, adapted and additional provision is put in place to ensure that pupils make more rapid progress and meet their end of year targets.

How are activities differentiated to meet the needs of all pupils?

The new national curriculum is very different. Unlike the previous curriculum, pupils will not be 'rushed' through curriculum expectations. If pupils are particularly able they will be provided with greater opportunities to 'deepen' their knowledge and understanding and apply higher order thinking skills and demonstrate independence, fluency, application, consistency, synthesis and many opportunities to revisit learning. Only in situations where pupils are considered to be gifted and talented, will the next year group's expectations be considered appropriate. Pupils who cannot access year group expectations may need to ensure that gaps within their learning are addressed and this may mean that expectations for the previous year group are relevant. Pupils that this may be relevant for would have previously been identified through the school SEND register.

The school follows the principle of teach, practise and apply. Sometimes pupils may need to practise more than other pupils and others may be ready to go on and apply their skills and use higher order thinking skills and deepen their understanding. In pupils' books, staff use symbols to indicate to pupils the level of complexity of tasks that pupils are engaged in. The codes are as follows:

Type of Activity	Symbol	Mathematics and English
Practice		'First experience' Core teaching and modelling
Application		'Practical application' Rehearsing and applying
Higher order		'Fluency' Prove it!
		Reasoning
		'Problem Solving' Rich and complex

These codes are used by staff to assess pupils' level of understanding when making judgements about attainment and progress. This is particularly useful in assessing pupils who are 'working at greater depth'.

These pupils will be able to demonstrate:

Independence	Apply the skill or knowledge without recall to the teacher
Fluency	Apply the skill or knowledge with a high level of confidence and show good resilience when the task seems demanding
Application	Apply the skill and knowledge to a range of different contexts including other areas of the curriculum
Consistency	Consistently use their skills, knowledge and understanding
Synthesise	Organise ideas to make connections with other areas of learning and new areas
Re-visit	Return to this aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty
Explain it	Able to explain to others their understanding and perhaps be a learning buddy to others

We are continually developing our assessment practice and understanding of assessing the new curriculum. If parents or carers have any questions with regard to assessment, they should speak to their child's class teacher or the Head Teacher for more information.